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ABSTRACT

This report discusses the Security Education Employment Program (SEEP), an employment and training program for high school students that matches students with opportunities in private security. It outlines the seven objectives established for the three-city test--job placements, exposure to the security profession, enhanced job skills, development of community partnerships, enrichment of school curriculum/experience, better-trained and more community-conscious security recruits, and student involvement in preventing crime. The report also draws lessons of interest to security professionals, employment specialists, youth workers, and educators. Lessons are grouped into subject areas: youth employment programs, youth development, community partnerships, versions of the program and how they work, potential problems, and program costs. Investments and dividends are listed for these participants: student/employee, school and school leaders, employer, professionals, community leaders, and community funders. The report describes what happened at each site--Harbor City Learning Center, Baltimore; Shaw High School, Cleveland; and Vashon High School, St. Louis--as well as program-wide. A final section presents questions to help determine whether a community should actively pursue starting a SEEP program. (YLB)

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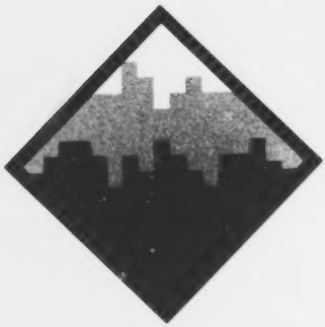

A Tale of Three Cities

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Security Education Employment Program

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National Crime Prevention Council

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The Security Education Employment Program was developed by the National Crime Prevention Council under a grant from The Primerica Foundation, Greenwich, CT, whose support and encouragement are gratefully acknowledged.

The National Crime Prevention Council is a private nonprofit tax-exempt organization whose principal missions are to prevent people from becoming victims of crime and to build safer, more caring communities. NCPC provides technical assistance, coordinates the Crime Prevention Coalition (115 organizations and agencies who support crime prevention), and works with the Advertising Council, Inc. and the U.S. Department of Justice (Bureau of Justice Assistance) on the McGruff "Take a Bite Out of Crime" public service campaign.

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NATIONAL CRIME PREVENTION COUNCIL
To prevent people from becoming victims of crime and to help build safer and better communities.

November 17, 1987

Mr. Peter Goldberg, Managing Director
The Primerica Foundation
American Lane, P.O. Box 3610
Greenwich, Connecticut 06836-3610

Dear Peter:

We are pleased to report to you on the outcome of the 24-month Security Education Employment Program, for which Primerica Foundation provided the national support and leadership. This report is titled *A Tale of Three Cities* because the real magic of the concept and the reality are at the local level—in the three cities in which this program was demonstrated.

The demonstration was a success. It proved that local groups working together with in-kind and donated resources could make a clear and helpful impact on a severe national problem—the need to match entry-level people with entry-level jobs in our society.

Many teens were placed in jobs; the course became incorporated into the regular curriculum of each participating high school; the program triggered replications; a survey revealed that all students viewed their experience positively.

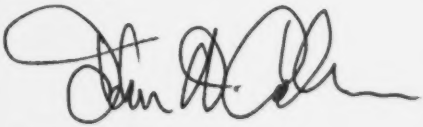
Crime was prevented by this program in a number of ways. It is more likely that an unemployed person will commit crime. It is also more likely that an unemployed person will be the victim of crime. High school dropouts are statistically more likely to be criminals than are graduates.

By training young men and women for a profession, with a concurrent emphasis on community, we have expanded their horizons beyond immediate personal scopes. We emphasized their power to help the community as well as to earn a wage.

Perhaps most important, we pointed toward a new resource in the battle against unemployment and the fight to secure qualified workers—community partners who tackle a local problem using local resources and working with local young people. The employment and training community can use this new resource. The young people who want to work need this resource.

For this initiative, many people owe you and the Primerica Foundation a great deal of thanks.

Sincerely,



John A. Calhoun
Executive Director

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Introduction

The Security Education Employment Program (SEEP) provides industry-specific training for high school juniors and seniors to prepare them for entry-level jobs in private security, a growing industry with high demand for entry-level workers, and is also designed to give students basic job competency and citizenship skills necessary for productive careers.

The Program can serve as a model for other types of employment programs for high school students, as a means of marshaling community resources. Businesses, schools, professionals and their associations, and governmental agencies outside the employment sphere can help meet the need for work opportunities and training.

In part, need for the Program grows out of an employment paradox facing the United States. The number of entry-level workers is becoming smaller than the number of entry-level positions. Sheer numbers suggest that every young person who wants a job can have one. At the same time, increasing numbers of youth —especially inner city youth—are not working. Many are so discouraged they are out of the job market.

What Is It?

The Security Education effort is above all a partnership in which all parties benefit. That partnership consists of students, educators, employment and training specialists, security industry professionals, employers, community crime prevention leaders, and local funders.

The program is based in a high school but is taught by expert guest instructors as much as possible. Instruction can be centered in a regularly accredited program, an after-school club or another community setting. Students are interviewed prior to acceptance in the program and are asked to sign a performance contract to attend program and regular high school classes.

More than 64 hours of instruction are provided in the semester-long course in three areas—security skills, crime prevention, and job competencies. Instructors include security professionals, employment and training specialists, and crime prevention practitioners, in addition to school personnel. The school names a Site Coordinator, the day-to-day supervisor of the program.

The model makes employment both a key objective and an inducement for students. Therefore, plans usually call for part-time

security employment for students by mid-course (when they have passed the firm's entry examination). Full-time employment is offered by participating firms upon the candidate's graduation from high school.

Why is It Different?

The Security Education Employment Program is one among a number of employment and training programs suggested for high school students around the country. What makes it stand out?

- It is industry-specific and therefore capable of being tailored to local market conditions.
- It goes beyond traditional vocational education to engage the expertise of those actually practicing the profession.
- Each of the partners plays a critical role in maximizing the success of the program and gets dividends from participation.
- It instructs in specific skills but supports that with training in basic job competencies.
- It teaches citizenship and community concepts on a practical rather than a theoretical plane.
- Its costs are low, in terms of both variable and fixed expenses per student.
- It enhances the industry's recruitment pool and its community image.

What Has It Achieved?

In just two school years at three demonstration sites, more than 180 young men and women were trained, at an average cost of less than $300 in local funds per student. Many graduates were employed as security officers. Others continued school, entered the military, or took other jobs. Of equal or greater significance, student after student said the Security Education Employment Program was what got them to return to or finish high school.

Remarkably, each of the schools involved in the demonstration—Harbor City Learning Center in Baltimore, Shaw High School in East Cleveland, and Vashon High School in St. Louis—has incorporated the program into their regular curriculums. Harbor City and Shaw are giving academic credit for it; Vashon has incorporated it into a credit course.

The program has been independently replicated. Two schools in New York City have begun training using the SEEP approach and curriculum.

The model has already stimulated the development of another career field course, dealing with urban forestry, at Harbor City.

In a comprehensive survey, students almost without exception not only viewed SEEP as a positive experience which helped them individually but would recommend it to friends. Student attitudes toward

Moving from high school to full-time employment was easier for Baltimore's Security Education Employment Program students than for many of their friends, because of the industry-specific training they'd received.

community, toward security as a career, and toward preventing crime changed for the better.

History

Security was needed for an American Can Company shareholders' meeting to be held at Martin Luther King, Jr., High School in Manhattan in 1982. Under the sponsorship of Chief Executive Officer William Woodside, Richard Post, the Security Director, trained King students for the job. Their outstanding performance coupled with strong student interest led the company to sponsor after-school security training during the 1983-84 school year, with Burns International Security Services providing jobs.

In May, 1985 the American Can Company Foundation (now Primerica Foundation), under Executive Director Peter Goldberg, funded the National Crime Prevention Council to expand this concept and test it in three cities. The Foundation required that local matching funds be contributed to help insure local involvement and commitment. High schools in Baltimore, Cleveland and St. Louis were selected.

This report

- outlines the issues and rationale for the project;
- draws lessons which will be of interest to security professionals, employment specialists, youth workers, educators;
- suggests that the community partnership model is applicable beyond the security industry as a training mechanism;
- describes what happened at each site as well as program-wide;
- offers suggestions for those interested in setting up similar programs.

Objectives-And How They Were Met

Seven objectives were established for the three-city test of the concept. These reflected the expansion of program aims from the original model toward one which was broader in scope and more explicitly grounded in the community. *The demonstration met or exceeded every objective in at least one site and met a substantial majority in each city.*

Job Placements

Objective: to place trained high school students in security officer positions.

It is documented that high school students can train and qualify for security positions, and hold such positions creditably. At one site, Baltimore, every student graduating had a job or a job offer in security. In Cleveland, a substantial number of students were employed by AmeriTrust Company. In St. Louis, a combination of a local minimum licensing age (21 in the City) and severe limits on transportation to available jobs meant students there did not have many security employment opportunities.

Exposure to Security Profession

Objective: to expose selected high school students to professional security principles, techniques, environment and career opportunities.

Both pre/post tests and students' testimony in 114 post-graduate interviews indicated distinct gains in knowledge of and interest

There were some unanticipated but delightful byproducts of the Program, such as the pride displayed by family and friends at graduation ceremonies for participants in Baltimore and Cleveland. Ceremonies included dinner and a formal program in which each graduate was individually acknowledged.

in security as a profession. The presence of professionals—security, crime prevention, and others—as instructors lent verisimilitude to dry texts. An unplanned but welcome byproduct of these professionals' involvement was the number of mentoring relationships which developed.

Enhanced Job Skills

Objective: to advance the job-seeking and job retention skills and competencies of students.

Every student interviewed after completing the program indicated that he or she had learned excellent job-finding and job-holding skills which would be of help. The need for training in these areas led NCPC in the second year of the program to re-emphasize the teaching of job-related skills and capacities. Just as important, pre/post tests for the five class groups available demonstrated that students' attitudes toward work made measurable gains.

Development of Community Partnerships

Objective: to promote partnerships in the community for training and security.

A number of community groups were brought together in each city. Some organized themselves more formally than others; some groups endured and grew more substantially than others. The value of time and in-kind resources donated is nearly incalculable.

These partnerships developed outside the normal employment and training ambit. Their success indicates the substantial local resources which could be applied in communities around the country, to resolving the employment paradox which affects us all.

Enrichment of School Curriculum/Experience

Objective: to enrich school curriculum and experience, and provide participants with a positive group experience.

Because job prospects were linked to high school completion, the program was tangentially a drop-out prevention initiative. A large number of students specifically cited it as the factor that caused them to remain in or return to school.

For many students, it became the first positive non-standard school experience they had had. It was not a normal classroom setting; its members were identified by distinctive jackets, sweaters or emblems; each student was challenged to do his or her best and help and encourage classmates. Perhaps the strongest recommendation for the positive image of the course is that 99% of the students would recommend it to their friends.

Better-Trained and More Community-Conscious Security Recruits

Objective: to provide a better-trained and more community-conscious recruit for the security firm(s) involved in the program.

Graduates of the Security Education Employment Program were generally able to pass the security firms' entry examinations before the mid-point of instruction. They were well-grounded in basic procedures and theories. Their understanding of community crime prevention was good. A key success indicator is that of the students who landed private security jobs, more than 50% were in security as much as a year later—in an industry in which entry-level turnover in excess of 100% a year is not uncommon.

Students Involved in Preventing Crime

Objective: to educate students about crime and involve them in preventing crime in their communities.

Each of the classes was required to perform some type of community crime prevention service. Projects ranged from assisting with local Neighborhood Watch sign-ups to drug abuse prevention performances for younger people to helping with crowd control at major events. Students were praised widely by community members for their efforts.

What We Learned

The most valuable part of any demonstration experience is that lessons emerge both for the specific program being demonstrated and for the field or fields as a whole. Lessons learned in this undertaking have been grouped into subject areas—youth employment programs, youth development, community partnerships, versions of the program and how they work, potential problems, and program costs.

Lessons learned about employment programs for young people . . .

- The local job market must be analyzed for the occupation in question. It must be reasonably open to entry by 18-21 year olds. Licensing requirements (if applicable), particular job qualification and limitation laws, experience of employment programs in similar occupations, and informal constraints on entry into the profession must be investigated.
- Even in an occupationally specific training program, it is crucial that basic job competencies be explicitly taught.
- Commitments from prospective employers should be explicit and clear before the Program begins. The program operator needs to know what the employer will do when faced with particular market constraints. The employer needs to understand the implications of various levels of commitment. There should be realistic communication about what students will and will not be prepared to do.
- It is better to rely on multiple employers in a market than on one employer in seeking to place more than a few students.
- A curriculum based upon accepted industry and academic standards is essential to gain full acceptance with both.
- Job commitments from employers should be institutionally stated rather than personally stated. They should adhere even when employer leadership changes.
- Employers must fully understand the values and goals of the program.
- Optimum conditions to secure the most job placements include
  - program in an accredited class during the school day,
  - Site Coordinator given ample time to work with employers,
  - job locations accessible by public transportation,
  - jobs in relatively concentrated locations for ease in supervision,

- employment as an explicit part of school's goals.

- "Number of placements" as a yardstick over time will yield only limited (and sometimes inaccurate) information about program success. This applies especially in an industry where entry patterns involve frequent job changes. Other measures—such as work history, personal/professional growth and advance ment, signs of stability as a worker—should be considered.
- Pointing toward further occupational growth makes the program more attractive and beneficial.
- Even if participants are not interested in the field as a primary career, it may be seen as a backup or steppingstone to other career paths.
- Student interest in specific occupational areas can be increased by contact with industry professionals, special curriculum focus, and field trips.
- The prospect of employment is what attracts most students to the program though they readily acknowledge other positive effects.
- Recruitment of students to participate in a semester-long program should start early and be active, to avoid conflict with other student activity commitments.
- Young program graduates (17 or younger) are much less likely to find positions in a licensed industry although they may benefit substantially in other ways.
- High school students can train for and obtain employment in private security. Graduates of the Security Education Employment Program present employers with less potential for turnover (and the concomitant saving), a more receptive attitude toward job growth, and greater potential for promotion.
- There are large numbers of jobs nationwide in security, but the actual number available to young people in a specific market can be sharply reduced by geography, local custom, age minimums, or other legislative or regulatory requirements.

Lessons about youth development . . .

- Many students felt the program gave them a "second chance" to complete high school. One commented, "I graduated from high school because of the Program." The attraction offered by employment was a significant incentive to that attitude.
- Students, through working together and wearing distinguishing clothing such as security club jackets or sweaters, developed a camaraderie and

group identity which helped retention.

- Students got to meet successful community leaders, many of whom had worked their way up through the ranks, demonstrating that dedication and hard work can pay off. These included the first black Mayor of Baltimore, senior school system officials, and top local executives. The mentoring which developed was ranked highly by participants and named a significant influence by several.
- Given a program in which they are interested, students are more than willing to work hard to succeed.
- Positive group experience helped bond participants to peers and society in a constructive context. Schools became a center and catalyst for these developments and benefited by reduced dropout rates.
- Involvement in community crime prevention not only convinced students that something could be done about crime, but earned them kudos from community members who received or observed their services.

Lessons learned about community partnerships. . .

- The selection of leaders to represent the participating sectors is among the most crucial decisions for the entire local program. The principal, the Site Coordinator, and the employer are critical to program operation, though the quality of all leadership is important.
- The need for participation by key groups does not reduce what proved to be a more salient requirement for a successful program—the leadership of one person or a few individuals who see the fulfillment of the Program as a personal mission.
- Mechanisms must be established to "pass the torch" to the next generation of program leadership. The best leaders will burn out if responsibility is not shared.
- For community organizers and crime prevention specialists, security education is a window of opportunity to teach crime prevention and the concept of community prevention strategies in high schools. Coordinators and others who play a prominent role in the program need to be trained in prevention.

Lessons learned about unanticipated problems. . .

- Contingency planning for "no-show" instructors, including reserve lesson and activity plans, is important to insure that morale will not be undercut by outside instructors' failure to appear.
- Long distances to jobs via public transportation greatly com-

plicate both initial placement and job performance.

- Program class scheduling and job placement can conflict, which can reduce retention and possibly cause otherwise excellent job candidates to drop out.
- The program should not begin without a committed employer to anchor the placement of students.

Lessons learned about cost. . .

- The program can be successful with only modest outlay of local cash.
- Strong support and in-kind resources from the school (such as teacher time, facilities) and volunteer resources (e.g., instructors, mentors) cut costs and increase quality, relevance and community support.

Partners' Investments and Dividends

Student/Employee

Investments

- sufficiently mature outlook and behavior to meet the program requirements and responsibly fill a job role;
- absence of serious criminal record or other disqualification from service in private security;
- attendance at school and graduation from high school as well as the program;
- attendance at and participation in program classes;
- scoring reasonably well on tests and examinations within the course;
- participation in a class community crime prevention project.

Dividends

- an entry-level job in a growing industry;
- free, extensive, quality training for an entry-level position in security;
- career information that can lead to advancement;
- generic job skills which are the basis for any career;
- increased self-esteem as a result of completing the program;
- personal contact with executives and others holding power in the community;
- graduation from high school.

School and School Leaders

Investments

- classroom facilities;
- vehicles for publicizing the program;
- time for program operation, including curriculum, scheduling and speaker coordination;
- integration of the program into spirit and goals of the school;
- time and talents of the Site Coordinator (the single most important adult leader);
- administrative support;
- academic credit where possible;
- participation in local advisory group.

Dividends

- positive image in news media and community;
- decreased dropout rate;
- expanded resources because outside instructors enrich many other areas;
- employment of graduates;
- enriched school curriculum;
- increased opportunities to work with businesses;
- strengthened relationship with community.

The Employer

Investments

- full-time jobs for program graduates who are interested and qualify;
- part-time employment opportunities during the program which are reasonable consider-

ing academic obligations;
- instruction in specific technical requirements for entry-level recruits and in other aspects of the profession and industry;
- willingness to mentor, recognizing that young workers in first jobs need more managerial attention;
- reports to the local advisory board on progress of program participants and graduates.

Dividends
- pre-screened and pre-trained employee pool;
- a better-trained work force;
- competitive edge in recruiting better young employees;
- enhanced community image;
- positive links with community institutions and leaders.

Professionals

Investments
- instruction of classes as scheduled;
- sharing of field experience;
- expertise in the subject area;
- time for mentoring students and serving on the advisory or operation board.

Dividends
- better trained colleagues in the work force;
- positive public image for the profession and its association;
- sense of civic accomplishment;
- stronger ties to other community leaders and professional groups.

Community Leaders

Investments
- expertise in subject areas;
- links of classroom learning to practical exercises;
- time to mentor students and work with them on community projects;
- participation in local advisory or operations group.

Dividends
- students' improved understanding of community issues and need for citizen action;
- student participation in community affairs;
- young people become productive (tax-paying) members of the work force.

Community Funders

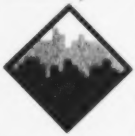
Investments
- needed financial resources, either for the local budget in general or for specific items;
- willingness to sponsor a new program;
- implicit endorsement of the program for others in the community.

Dividends
- moderate to low-cost program with multiple benefits for several elements of the community;
- a partnership model which can be adapted to other employment opportunities for students;

- young people whose career prospects and job outlook are enhanced;
- a group of students with a stronger sense of stake in and commitment to the community and its mechanisms.

A Tale of Three Cities

The Program, Nationally and Locally



What took place in each city is inextricably entwined with what took place at the national level. Similarly, it is not possible to tell the story of national efforts without reference to the sites' experience.

One of the remarkable developments in the Security Education Employment Program was that three sites took the same concept and developed three distinct means of bringing that model to life. Each produced strengths and weaknesses; all shared in helping students grow and in building partnerships.

What NCPC Did

The tasks were not small. The National Crime Prevention Council

- refined and augmented the curriculum used by the original American Can Company program;
- identified and recruited local leaders in schools, security firms, the employment and training community, and the crime prevention community;
- secured local match funding for each of the three sites;
- convened prospective local advisory groups;
- won initial commitments for employment from local offices of contract security firms;
- established procedures for program operation and conducted training for key personnel from all three sites;
- oversaw the program for more than 24 months at three widely separate locations, providing technical assistance, site visits and communications.

National Advisory Group

NCPC convened a National Advisory Group—leaders in security, crime prevention, employment and training, and community development. They provided guidance and ideas on program development, lent their expertise to NCPC and sites in resolving problems, and helped sustain program standards. Richard Post, then Security Director of American Can, and Vice President of the American Society for Industrial Security chaired the Group.

Selecting the Sites

Baltimore, Cleveland, and St. Louis were chosen as the three demonstration sites because of large teenage populations in their inner cities, high teen unemployment, the presence of an American Can plant, and existing contacts with key local actors.

The specific schools were chosen because of their committed administration, their ability to man-

age the program, and their flexibility to fit the program into ongoing activities. Each school chosen had some experience with job training, vocational education, and community service activities.

Local Backing

Obtaining local backing meant several distinct efforts—securing funding for operation of the local site, gaining the local school system's acceptance and support, winning commitment for jobs from a contract security firm, and obtaining the support of professionals in security, crime prevention, and employment and training.

The search for local funding followed, where possible, the principles of leveraging and developing multiple funding sources. Local budgets ranged from $5,000 to $15,000.

Chapters of ASIS (American Society for Industrial Security) were generally supportive and in some cases enthusiastically so. Initially, the participation of security professionals as instructors was regarded as highly desirable but not critical. But by the end of the first year, it became clear that their participation was essential.

Securing commitments from a contract or proprietary (in-house) security operation was one of the most difficult challenges the program faced. Though the original concept called for one employer per site, a multiple employer model emerged as a means of providing greater access to job opportunities throughout the market area.

Curriculum, Training, and Procedures

NCPC revised and augmented the original course materials for the first year of the program and subsequently rewrote them as a 400-page textbook, *Creating a Safe Community: The Young Security Officer's Guide*. Added to basic security information were chapters on community crime prevention, personal crime prevention and job-seeking and job-keeping skills.

Instruction was set up for one semester, four hours per week, whether in class or after school. Site Coordinators, who oversaw instruction, were encouraged to make maximum use of professionals as instructors and to permit reasonably wide latitude in methods of instruction and supplemental materials used.

In addition to the text, a Trainer's Manual, an Implementation Guide, and a set of quizzes and activity sheets were produced.

Key personnel from each site were trained in 1985 at the National Crime Prevention Institute (Louisville, KY) and in 1986 in Washington, D.C.

Selecting Participants

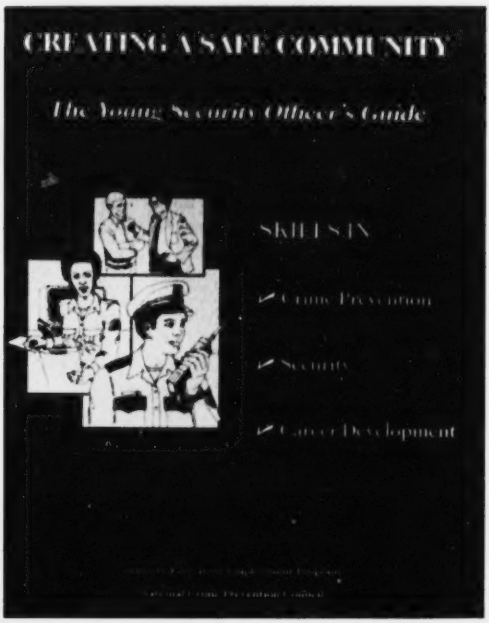
There were few absolute national standards in this program. But there was general agreement

that participants should be screened on two counts—whether they were licensable in the particular jurisdiction(s) in question and whether they appeared to have the maturity and commitment to stick with the program.

The only group of students to self-select out consistently after this screening consisted of those who were searching for employment as soon as possible. In Baltimore there was a stipend for those attending Harbor City, so the problem did not arise. But in St. Louis and Cleveland, a number of students left when it was clear that part-time work would not be instantaneously forthcoming.

Management

In addition to responsibility for its own grant, NCPC acted as fiduciary for all local funds. NCPC staff provided training; technical assistance by mail, telephone and site visits; a communications network for the local projects; and coordinaton. Eight editions of a newsletter were published to share information among students, teachers, other partners and interested observers.



The final text developed for the program included crime prevention, security and career-building skills. It was coordinated with lectures by various specialists field trips, and practical exercises.

Baltimore

In Baltimore, the program was placed in a successful and well-known alternative school, Harbor City Learning Center, which is funded in part by the city's employment and training agency. SEEP was not an auxiliary but the heart of an academic program, as an accredited course. Participants, like other Harbor City students, were provided stipends to attend the school.

The school's principal, Gary Unfried, enthusiastically sought to house and run the program. He appointed as Site Coordinator Bernadette Ballard, an English teacher who proved to be a hard-driving, meticulous, caring and thorough mentor whose leadership was a major ingredient in the program's success. Her sensitivity to students' needs and other pressures in their lives was remarkable.

Support provided by the school system and the employment and training community (especially the Mayor's Office of Manpower Resources) was outstanding.

Local Funding

The Morris Goldseker Foundation led by Executive Director Tim Armbruster provided immediate and enthusiastic support for both years of operation in Baltimore. The Maryland Department of Human Resources allocated funds for the first year of the program through Baltimore City.

Average local cash outlay per student overall was $250. For the Baltimore program, which had much more success in employment placement, nearly $400 per student was spent in local private and public funds. Even adding estimated costs for in-kind support — classroom facilities, a portion of the teacher's time, administrative support within the school, and stipends paid to students—would raise the real cost of the program only to about a third to half of the range normally regarded as acceptable for a successful youth employment/training program.

Jobs and Professional Training

Advance Security agreed to employ program participants and graduates. Eventually there were too many graduates for Advance to hire them all, but the firm did employ the majority, at least in part-time work.

The Baltimore Chapter of the American Society for Industrial Security provided approximately 15 instructors each semester, who were extraordinarily faithful in their attendance.

Community crime prevention modules were taught by Daniel Burkhardt, a veteran crime prevention practitioner who instructed in seven to nine sessions each semester.

Service

Participants in Baltimore helped enroll residents in Neighborhood Watch, going door-to-door to explain and "sell" the program. They worked on home fire safety projects as well.

Results

Results in Baltimore were phenomenal. Of 81 program participants, 81 graduated—a 100% retention rate with a class made up principally of former dropouts. Virtually every student—more than 90%—obtained employment in security by graduation. A large majority of the graduates stayed in security positions at least three months. Five graduates had been promoted to sergeant by September 1987. Though a majority of graduates were not in the security field for a variety of reasons, those who remained liked security and wanted to make it a career. The turnover rate is well below the industry's norm of 100% or more.

What makes these achievements especially amazing is that the substantial majority of participants either were former dropouts or had been sent to Harbor City as a last resort for repeated behavior problems.

Students tested before and after the program showed positive shifts in work attitude, beliefs and self-esteem. Every student interviewed termed the program a good experience. Almost all had met at least one adult they felt contributed to their advancement.

As many as ten security firms employed participants; there was strong support from the city government leadership including the city council president (later Mayor) and local judges.

Brooks Hamlin, Director of Security for Morgan State University in Baltimore, was one of more than 50 professionals who donated their knowledge, time and energy to enhancing program instruction and providing role models and mentors for students.

Policy and institutional changes also emerged. The SEEP effort became an official Harbor City offering with ongoing support from the manpower community and the school system. An urban forestry careers program stimulated by and patterned after the security education model was started at Harbor City recently.

Recognition

The graduation ceremonies in Baltimore brought together family, friends and dignitaries to acknowledge publicly the participants' achievements. These received local TV coverage two years in a row. The City Council President (who later became Mayor) addressed the first graduating group; the presiding city court judge (accompanied by his six fellow judges) and a leading security executive (who had been Baltimore's first female police major) addressed other classes. Awards were presented to the outstanding student in the class and to adult leaders who had enhanced the Program. Each graduate received a certificate and a letter of reference to future employers.

Cleveland

The Cleveland (actually East Cleveland) site was Shaw High School, a large, well-led high school. The school shared the problems of many in big cities, but its attitude was buoyant, not defeatist.

The program at Shaw underwent a significant metamorphosis. In the first year, it was an after-school non-credit club. In the second year, it became a fully accredited course, though still conducted after school.

A guidance counselor, Mrs. Judith Young, was appointed Site Coordinator. Her high standards and attention to students contributed substantially to the success of the program. The school system provided facilities, accreditation, and flexibility. The School Superintendent endorsed the experiment and publicly applauded the students for their positive changes in dress, demeanor and maturity.

Local Funding

The Cleveland Foundation under Executive Director Steven Minter provided full support in the first year and made a challenge grant in the second year. Six other funders joined to meet that challenge.

The corporate contributions to meet the challenge grant were in large part obtained as result of contacts suggested by local program leaders. This was especially the case in Cleveland where Frank Dupuy held a key role as Chairman of the local ASIS chapter and Director of Loss Prevention for one of the largest banks in Ohio.

The average local cash outlay was $250 per student. During periods of low recruitment such as occurred early in Cleveland, cash outlay was significantly lower.

Jobs and Professional Training

The Cleveland ASIS Chapter was the first in any of the three cities to endorse the program. Terry Biddle of Cuyahoga Community College helped coordinate the approximately 10 security professional who taught each semester.

In the first year, the program lacked consistent crime prevention instruction, in part because it did not connect with the East Cleveland Police Department. In the second year, Lt. Clayton Harris of that Department provided outstanding assistance.

Burns employed students on a temporary basis. One graduate became a permanent Burns employee. Six students were employed by AmeriTrust, and two became permanent employees. AmeriTrust in the second year became the primary employer of graduates, offering positions in the Loss Prevention Service at the rate of $4.05 per hour.

The emphasis on basic job skills and personal responsibilities was impressive. Teachers placed special emphasis on the importance of presentability and communication skills. Students were praised for their improved demeanor and appearance.

Second year participants were hired only after or near the end of the semester because school schedules in the first year had conflicted with the locations and hours of part-time work during the semester.

At various times there were problems with instructor "no-

Sharp-looking sweaters with this colorful logo helped distinguish program participants in East Cleveland from their classmates—while keeping school spirit by displaying the Shaw mascot.

shows." The deportment, motivation and morale of students often seemed in direct proportion to the time and attention provided by volunteer instructors.

Service

The crime prevention projects carried out by students in Cleveland included a play on countering peer pressure to use drugs, which was presented to Girl Scout groups, and a special initiative on reducing violence among teens, to which a large number of classmates were invited.

Results

Some Shaw students secured excellent jobs with AmeriTrust. Others went on to join the military or find other employment. The first year group spent long hours in the classroom and on field trips with no academic incentive—just a desire to succeed. Second year students had the added incentive of academic recognition.

The Cleveland site was highly successful in instilling positive attitudes in and increasing the maturity of participants. A pre/post test of one class demonstrated advances in self-esteem, attitudes toward work, and knowledge of and interest in security.

The Local Advisory Group wound up operating at an informal and collegial/consultative level, but key leaders carried out leadership tasks even without a formal structure.

A major institutional impact can be seen in the school system's decision to give academic credit for the program. It aided both recruitment and morale.

The East Cleveland experience encompassed two different models. Because there were specific and different strengths and shortcomings in each, the results were mixed. Recruitment during the first year was much lower than expected. There was about 50% attrition. But almost every graduate could point to significant personal growth.

When the program became accredited in the second year, recruitment jumped and the retention rate for students rose from 50% to 60%. AmeriTrust remained a primary employer. Other employer relationships were not developed, partly due to the lack of infrastructure support. About 33% of participants obtained employment as a direct result of the program. Though a smaller percentage of East Cleveland graduates were placed in jobs, job conditions were generally excellent by industry standards.

Recognition

The local ASIS chapter offered a $500 college scholarship to the most deserving student in the security class. Graduation ceremonies and presentation of awards to the outstanding student were social events. Parents and

friends were included. Every student took an active role in the ceremony, at the insistence of Mrs. Young, to help them demonstrate their newly won skills and boost their self-confidence.

St. Louis

The St. Louis effort was housed in a comprehensive high school in the inner city. Vashon High was chosen in part because the principal was considered one of the most dynamic in the school district. He had instilled a spirit of respect and pride, and had championed other ground-breaking programs for his school.

Several key leaders in the St. Louis area, including the Chairman of the ASIS Chapter, officials of Operation SafeStreet (a city-sponsored crime prevention program), and local employment experts gave assistance and guidance. Garland Goodwin, a teacher who had been active in youth programs, was named Site Coordinator.

The St. Louis public school system supported the concept from the outset.

Local Funding

The St. Louis sited was funded by a collaboration of seven funders in the first year and three of those seven in the second year, each time led by the Monsanto Foundation. Larger grants in the amounts of $4,000 or more were obtained from local foundations. Corporate support averaged $1,000 per gift. Public agencies did not become involved in funding the program in St. Louis.

The average per student cost of the program was $250 in local cash outlays. During a period of low recruitment such as occurred in the later sessions in St. Louis, cash outlay was significantly lower.

Jobs and Professional Training

The program was operated as an after-school extra-curricular student club.

The participating security firm in St. Louis was Burns, which had played a crucial role in the New York City pilot in 1982. Though the first branch manager was highly enthusiastic, he left abruptly in late Fall 1985 and his replacement did not give the program the substantive personal attention his predecessor had.

Neither part-time nor full-time jobs materialized by the end of the first semester. A legal requirement in the City of St. Louis meant that any licensed guard had to be 21 or older. Jobs in St. Louis County were nearly inaccessible to those who (like Vashon students) had to rely on public transit.

The ASIS Chapter in St. Louis endorsed the Program at the outset, and provided an average of 10 instructors per semester. Participa-

tion by professionals dropped considerably in the second semester, in part because the number of highly committed leaders was small.

Operation SafeStreet played a vital and substantial role. Its personnel taught approximately five classes in crime prevention per semester and led some highly interesting and visible community involvement projects.

Modules on general job competencies were well taught by the Local Advisory Group Chairman, an employment consultant, and by the Career Education Specialist, who was also a member of the Local Advisory Group.

The failure of instructors to appear definitely took its toll. Students noticed such lapses and at times took them as personal judgments.

The job placement obstacles, however were the crux of the problems in St. Louis. Even with full participation from other sectors, St. Louis was never able to fill the gap created.

Service

Students undertook several projects which not only assisted the community but served as "hands-on" training. These included information services for senior citizens, escort and guide services for Halloween parties for children, crowd control and information assistance for school career

The National Advisory Group convenes on-site at Vashon High School in St. Louis. The opportunity to meet with students and see the Program in action helped enrich Board members' perspectives.

days and for a city arts festival, as well as child protection education at a downtown mall at Christmas.

Results

Though other aspects of the program were highly successful, the site had almost none of the employment success enjoyed by Baltimore or Cleveland. The prime reasons were (1) a regulatory obstacle in the City of St. Louis, and (2) difficulties in leadership in various sectors of the program. The Local Advisory Group Chairman, James Donovan, made valiant and numerous attempts to spur employment opportunities, but to no avail.

Students were enthusiastic about other aspects of the experience. They reported that they had found the crime prevention information very helpful, and expressed greater interest in both security and crime prevention in general after taking the course.

Three jobs did develop. One student won a permanent position with Operation SafeStreet. Two were hired in temporary security positions.

Just as this report went to press, the City of St. Louis repealed its prohibition against 18-21 year olds being licensed as security guards. This development is exciting news—it opens wide vistas for job prospects accessible to Vashon students.

Starting in September 1987, the Program in St. Louis was incorporated into an accredited course in Law at Vashon. In a variation of the model, employment in security is not promised to participants, though it will be emphasized. Information will be provided on where and how to apply, and recruiters for security companies will be given information on the program and participants' qualifications.

Participants rated all other aspects of the program highly. All of the graduates interviewed said the program prepared them well for the world of work.

Every Vashon participant—even those disappointed with the lack of employment—rated the program an experience they would repeat. All but one said they would recommend the program to their friends.

Recognition

During their work at the School System's Career Days, Vashon's students were commended by several attendees on their deportment and capabilities.

The small classes in St. Louis held relatively informal graduation dinners. Outstanding students were recognized for each group and appropriate notice was given to student achievements through certificates and letters.

Could Your Community Host a Security Education Employment Program?

Answers to these questions will help determine whether your community should actively pursue starting a Security Education Employment Program (or a similar program for another occupational area):

- Do jobs in the field in question remain unfilled as evidenced by newspaper ads, calls to employment agencies, checks with other sources?
- Are the available jobs reasonably convenient by public transit for the students who would fill them?
- What age, training, technical and other requirements are legally established if the profession is a regulated (licensed) one?
- Are positions in the field in question dominated by a particular age or occupational group (e.g. retirees, off-duty police officers)?
- Do community leaders in local government and business have a strong interest in working with the school system Do they view it as progressive and innovative?
- Can the school system implement the program with a minimum of red tape and paperwork?
- Are professionals in relevant subjects willing to volunteer time to instruct young people?
- Can financial resources be obtained for at least a one-year program effort?
- Can you expect sufficient student recruits to keep the per capita costs of training and job placement reasonable?
- Will appropriate business firms make commitments to hire graduates?
- Is a suitable text or curriculum available already in the occupational field in question?
- Can training reasonably be carried out in 3 to 4 hours per week during a semester or a school year?

If answers to these questions are positive, your community may want to initiate a program. Your next step would be to review the detailed report (about 100 pages) on the Security Education Employment Program to learn more about operational specifics. Limited numbers of free copies are available; if the supply of free copies is exhausted, copies can be produced at $12.50 to over photocopying, handling and shipping.

We encourage you and your community to investigate the roles you can play in providing employment in specific high-demand industries for high school graduates.

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East Ohio Gas

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St. Louis

The Monsanto Fund

The Danforth
Foundation

American Can
Company
St. Louis Plant

Southwestern Bell
Telephone

McDonnell Douglas
Employee Charity
Community
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Maritz Corporation

Contel Service
Corporation

Employers

Baltimore

Advance Security
Rouse Corporation
True Security
Services
CPP Security Services
CES Security
Rite Aid Security
Century Security
Wells Fargo Security
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